

# Antelope Valley High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Antelope Valley High School
<b>Street</b>	44900 North Division St.
<b>City, State, Zip</b>	Lancaster, CA 93535
<b>Phone Number</b>	(661) 948-8552
<b>Principal</b>	Lisa Schmidt
<b>Email Address</b>	lschmidt@avhsd.org
<b>School Website</b>	<a href="https://www.antelopevalleyhs.org">https://www.antelopevalleyhs.org</a>
<b>County-District-School (CDS) Code</b>	19 64246 1930213

## 2022-23 District Contact Information

<b>District Name</b>	Antelope Valley Union High School District
<b>Phone Number</b>	661-948-7655
<b>Superintendent</b>	Greg Nehen
<b>Email Address</b>	gnehen@avhsd.org
<b>District Website Address</b>	www.avdistrict.org

## 2022-23 School Overview

Antelope Valley High School is a comprehensive secondary school educating approximately 1,600 students. The students are of all races, income levels, and ability levels. We educate each student at the level of support that they need and deserve. In addition to traditional sports and clubs, AVHS provides students many opportunities to be involved. We offer Naval JROTC, the AVID program, an Agriculture program, Dental Program, and Green Enterprise Academy.

Antelope Valley High School (AVHS) has a long, proud history as an academic institution serving the educational needs of all students. AVHS first opened in 1912, serving an area of more than 2,000 square miles. Through the years, the student population has reflected the community in which it is located. Originally a rich agricultural area, the community has evolved into one primarily supported by aerospace development companies. The population is currently in transition from one based in aerospace to one supported by a number of small companies engaged in light industry.

Mission Statement:

AVHS provides an academically rigorous learning environment that promotes creativity and builds meaningful relationships in order to develop complex critical thinking skills necessary to be successful in the 21st century.

AVHS Vision Statement:

Students at AVHS recognize their capacity to contribute to their community and are prepared to pursue a clear post-secondary plan developed and supported throughout their high school experience.

Partnerships:

In an effort to increase student engagement in rigorous instruction and positively impact academic learning time, AVHS has partnered with multiple companies such as, Catapult Learning, Google, and DigiCoach to provide and strengthen teaching, coaching and leadership skills.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	407
Grade 10	414
Grade 11	323
Grade 12	314
Total Enrollment	1,458

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	0.3
Asian	0.1
Black or African American	28.3
Filipino	0.4
Hispanic or Latino	62.1
Native Hawaiian or Pacific Islander	0.1
Two or More Races	4.0
White	4.3
English Learners	14.2
Foster Youth	3.1
Homeless	0.4
Migrant	0.5
Socioeconomically Disadvantaged	87.5
Students with Disabilities	24.8

#### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	55.00	75.09	767.70	76.98	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	4.09	12.90	1.30	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.20	8.54	83.20	8.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.80	3.85	76.10	7.63	12115.80	4.41
Unknown	6.10	8.43	57.30	5.74	18854.30	6.86
<b>Total Teaching Positions</b>	<b>73.30</b>	<b>100.00</b>	<b>997.30</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	6.20	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>6.20</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.40	
Local Assignment Options	2.40	
<b>Total Out-of-Field Teachers</b>	<b>2.80</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.50	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	SpringBoard California English Language Arts Grade 9 Student Edition/2017 SpringBoard California English Language Arts Grade 10 Student Edition/2017 SpringBoard California English Language Arts Grade 11 Student Edition/2017 SpringBoard California English Language Arts Grade 12 Student Edition/2017 SpringBoard California English Language Development Grade 9 Student Edition/2017 SpringBoard California English Language Development Grade 10 Student Edition/2017 SpringBoard California English Language Development Grade 11 Student Edition/2017 SpringBoard California English Language Development Grade 12 Student Edition/2017	Yes	0%
<b>Mathematics</b>	Houghton Mifflin Harcourt Big Ideas Algebra/2016 Houghton Mifflin Harcourt Big Ideas Geometry/2016 Houghton Mifflin Harcourt Big Ideas Algebra 2/2016 Algebra & Trigonometry: Structure and Method-Book 2/ 2002 Trigonometry Calculus: A New Horizon / 2008	Yes	0%
<b>Science</b>	Experience Chemistry/2022 Earth Science: Geology, the Environment, and the Universe/2003 Experience Biology/2022 Experience Physics/2022	Yes	0%
<b>History-Social Science</b>	IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS/2021 IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (CIVICS)/2021 IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY/2021 IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY/2021	Yes	0%
<b>Foreign Language</b>	WORLD LANGUAGES French/ EntreCultures Levels 1, 2, and 3/2020 Spanish/Senderos/CA Levels 1, 2, and 3/2022 Galeria (Heritage) Imagina (Honors)	Yes	0%
<b>Health</b>	Glencoe Health: A Guide to Wellness / 2001	Yes	0%
<b>Visual and Performing Arts</b>	Instrumental: Essential Elements / 2000 Music First / 2000 Exploring Photography / 2000 The Photographic Eye / 2000 Theatre: Art in Action / 2000 Music / 2000 Symphonic Band Technique / 2000	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	All labs are fully equipped with the appropriate materials	Yes	0%

## School Facility Conditions and Planned Improvements

Ours is a “Historic” facility—the oldest within the District, dating back to 1912. The District continues to support us with school site improvement funds. Over the last five years, with District fiscal support, additional surveillance cameras were installed, resurfacing of the front parking lots, and a new stadium parking lot, with solar panels, was resurfaced. Library renovations were made in 2016 and have provided opportunities for students to obtain the additional support they need in order to be successful. Wireless ports were put in every classroom to increase technology access. Through the District mini-grant application process, an additional \$240,000.00 of funding was approved to purchase Chromebooks, Chromebook carts, and Promethean boards, serving upwards of 60 classrooms. These purchases have enabled us to provide 1:1 technology for our students. Our 3 computer labs have been updated with new computers and technology. A Visual Imagery space was created to support our VAPA Program and Yearbook development. The school has complied with Williams Legislation in regard to facilities. School improvements are ongoing as evidenced by the recent remodeling of our Green Enterprise Maker Space Lab, which allows students to collaborate across the curriculum. An interactive lab was created to support multi-class student collaboration. The lab includes Chromebooks, an active panel, white boards, and mini-bits white boards. A new Student Support Center was designed to provide students with social/emotional, behavioral, and academic supports through PBIS (mentors, framework, and supplemental instruction). AVHS also renovated the Lope Center to provide an additional space for counseling, college and career readiness, guest speakers, and educational workshops.

The attendance office has been renovated and moved to the North end of the admin building, allowing for outdoor window access for parents. The admin building has been reorganized to move the AP secretary and data tech offices across the hall from the Assistant Principal on the South end of the admin building, and the accountant was moved to a more central location in the admin building.

New renovations include the Associated Student Body classroom and store, and a brand new Alternative Education Center. AVHS has had major painting completed across the campus and new signage. AVHS has turned room 321 in to The Village - a place that supports students social emotional, behavioral, and academic needs.

Future renovations include a drama room location 234.

**Year and month of the most recent FIT report**

11/28-30/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			rm 161: #2 the heater needs a motor Repairs to be rectified.
<b>Interior:</b> Interior Surfaces	X			Band bldg: #4 ceiling tiles #7 several light out rm 108: #4 Ceiling tile rm 120: #4 Floor tiles lifting do to high Alkile rm 142: #4 patch north wall -hole on wall rm 333: #4 ceiling tiles need to be replaced rm 523: #4Ceiling tile stain rm 833: #4 carpet needs to be replaced and the room is dirty #5 dirty/messy room rm 834: #4 carpet needs to be replaced Repairs to be rectified.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			rm 151: #5 messy room #15 east door needs hinges rm 833: #4 carpet needs to be replaced and the room is dirty #5 dirty/messy room Repairs to be rectified.
<b>Electrical</b>	X			Band bldg: #4 ceiling tiles #7 several light out rm 111: #7 light fixt. Ballast needs to be replaced rm 123: #7 light fixture rm 222: #7 light fixture out and Phone is hanging Small Gym: #7 light fixtures Repairs to be rectified.

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	520 room's: #8 urinal not draining properly 900's rooms: #9 vandalized sink Repairs to be rectified.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		rm 231: #13 roof leak Repairs to be rectified.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		rm 129: #15 door needs to be replaced rm 143: #15 interior door- lock missing rm 151: #5 messy room #15 east door needs hinges rm 340: #14the concrete walkway between 340 and 335 needs to be patched rm 632: #14 need to patch some small concrete holes Repairs to be rectified.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
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### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	21	N/A	33	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	4	N/A	8	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	331	314	94.86	5.14	21.02
<b>Female</b>	168	159	94.64	5.36	25.16
<b>Male</b>	163	155	95.09	4.91	16.77
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	83	77	92.77	7.23	14.29
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	219	210	95.89	4.11	23.81
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	12	11	91.67	8.33	9.09
<b>White</b>	14	13	92.86	7.14	15.38
<b>English Learners</b>	55	50	90.91	9.09	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	313	296	94.57	5.43	20.61
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	71	65	91.55	8.45	4.62

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	331	314	94.86	5.14	4.46
<b>Female</b>	168	158	94.05	5.95	2.53
<b>Male</b>	163	156	95.71	4.29	6.41
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	83	76	91.57	8.43	2.63
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	219	211	96.35	3.65	4.27
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	12	11	91.67	8.33	9.09
<b>White</b>	14	13	92.86	7.14	7.69
<b>English Learners</b>	55	51	92.73	7.27	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	313	296	94.57	5.43	4.39
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	71	65	91.55	8.45	1.54

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	5.1	NT	12.35	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	712	667	93.68	6.32	5.1
<b>Female</b>	347	330	95.1	4.9	3.33
<b>Male</b>	365	337	92.33	7.67	6.82
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	192	177	92.19	7.81	1.13
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	438	415	94.75	5.25	5.3
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	36	33	91.67	8.33	9.09
<b>White</b>	35	31	88.57	11.43	16.13
<b>English Learners</b>	81	80	98.77	1.23	0
<b>Foster Youth</b>	16	14	87.5	12.5	7.14
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	14	13	92.86	7.14	0
<b>Socioeconomically Disadvantaged</b>	673	631	93.76	6.24	4.6
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	157	144	91.72	8.28	4.86

## 2021-22 Career Technical Education Programs

Antelope Valley High School works to ensure our students are prepared for both college and career/workforce. This results in AVHS students having a broad range of Career Technical Education (CTE) courses within the following industry sectors:

- Agriculture and Natural Resources
  - o Biology and Sustainable Agriculture
  - o Agriculture Chemistry
  - o Environmental Horticulture Science
  - o The Art and History Floral Design
- Arts, Media, and Entertainment
  - o Multimedia Contemporary Design 1
  - o Digital Media and Graphic Design
- Engineering & Architecture
  - o Intro to Engineering Honors
  - o Principles of Engineering Honors
  - o Digital Electronics Honors
  - o Aerospace Engineering Honors
- Health Science & Medical Technology
  - o Principles of Biomedical Sciences Honors
  - o Human Body Systems Honors
  - o Dental Assisting 1 & 2
- Information and Communication Technologies
  - o Computer Science Principles (AP)
  - o Cybersecurity

Our academy/pathway teachers attend regular professional development at the site, district, state, and national levels to ensure they are meeting the indicators of a high-quality CTE program. This includes having a strong connection to regional industry partners and that this instruction and curriculum align to current content and career prep standards. As a result of a quality, evaluative process from the California Department of Education our Green Enterprise Academy received its recognition as a Distinguished California Partnership Academy. Our site receives support and works collaboratively with the Career Technical Education office to provide CTE opportunities for all of our AVHS students such as field trips to industry and universities, real-world projects, and after-school programs that include STEM activities, instruction, and tutoring.

Each industry sector has an advisory committee that includes members representing the local/regional workforce, and K-16 partners specific to the content area.

Data is pulled from the California Longitudinal Pupil Achievement Data System (CALPADS) to provide comparison data for AVHS CTE students and progress in the College and Career Indicator for CTE pathways. Supplemental data provided in coordination with the CTE office includes work-based learning, college coursework and acceptance rates, graduation rates, attendance, and post-graduation follow-up.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	720
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	90
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	89.39
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	20.13

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	61.04%	70.97%	71.22%	69.98%	70.22%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2022-23 Opportunities for Parental Involvement

AVHS provides parents with multiple opportunities to get involved. AVHS uses Blackboard and PowerSchool to communicate students' grades, attendance, behavioral interventions, and important school information to parents. AVHS conducts parent teacher conferences each semester so that parents have the opportunity to sit and meet with their students' teachers to develop a plan to support their child. The counseling department runs monthly workshops for parents about educational tips, tricks, and important information for helping children succeed in high school. AVHS has an EL department that holds ELAC meetings for parents on a quarterly basis so that EL parents can obtain critical information about their child and their academics. Title I holds quarterly parent meetings to discuss Title I expenditures. The AVID department meets with parents and students about college and career information. AVHS holds a Back to School Night event each semester so that parents can meet teachers and gather information about the school, programs, clubs, activities, and sports on campus. Each year, the school conducts a School Climate Survey so that parents can give valuable feedback to the school about the school's four main LCAP goals. Parents interested in volunteering at AVHS can contact the Activities Office at 661-948-8552 in order to obtain appropriate paperwork to become cleared to work with students. AVHS welcomes parents' assistance and presence on campus in various capacities. We try to place parent volunteers according to both their preferences and talents. Parents have access to their child's Google Classroom so they can better support their child's academic success. AVHS has made a commitment to building and strengthening community events on campus.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
<b>Dropout Rate</b>	8.1	16.3	9.0	9.7	18.3	9.8	8.9	9.4	7.8
<b>Graduation Rate</b>	84.4	77.5	83.8	76.4	71.9	80.6	84.2	83.6	87.0

#### 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	357	299	83.8
<b>Female</b>	184	159	86.4
<b>Male</b>	173	140	80.9
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	96	81	84.4
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	211	181	85.8
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	21	16	76.2
<b>White</b>	22	15	68.2
<b>English Learners</b>	53	39	73.6
<b>Foster Youth</b>	15	13	86.7
<b>Homeless</b>	18	12	66.7
<b>Socioeconomically Disadvantaged</b>	346	294	85.0
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	81	51	63.0



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	1774	1676	509	30.4
<b>Female</b>	864	817	245	30.0
<b>Male</b>	910	859	264	30.7
<b>American Indian or Alaska Native</b>	7	7	3	42.9
<b>Asian</b>	4	3	2	66.7
<b>Black or African American</b>	538	495	198	40.0
<b>Filipino</b>	7	7	1	14.3
<b>Hispanic or Latino</b>	1066	1019	248	24.3
<b>Native Hawaiian or Pacific Islander</b>	3	2	0	0.0
<b>Two or More Races</b>	68	66	34	51.5
<b>White</b>	76	72	21	29.2
<b>English Learners</b>	256	243	52	21.4
<b>Foster Youth</b>	86	73	37	50.7
<b>Homeless</b>	15	15	10	66.7
<b>Socioeconomically Disadvantaged</b>	1656	1580	483	30.6
<b>Students Receiving Migrant Education Services</b>	8	8	0	0.0
<b>Students with Disabilities</b>	443	411	183	44.5

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.62	5.43	2.45
Expulsions	0.22	0.12	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.18	13.92	0.07	7.19	0.20	3.17
Expulsions	0.00	0.45	0.00	0.17	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.92	0.45
Female	11.34	0.23
Male	16.37	0.66
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	24.16	1.49
Filipino	0.00	0.00
Hispanic or Latino	7.97	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	20.59	0.00
White	18.42	0.00
English Learners	9.77	0.00
Foster Youth	30.23	0.00
Homeless	13.33	0.00
Socioeconomically Disadvantaged	14.37	0.42
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	19.19	0.45

## 2022-23 School Safety Plan

The School Safety Plan was updated in February 2022. It was discussed and approved by the School Site Council at the February 17, 2022 SSC meeting. The school safety/disaster plans are reviewed and updated each December by the Director of School Site Safety. The plan is then reviewed by site stakeholders and updated as needed. AVHS regularly implements safety/disaster training and drills for staff and students. Activities are planned on an ongoing basis encouraging community support of AVHS and its efforts to improve school safety. At Antelope Valley High School, we reduced the number of entrance points, and student IDs are checked at entrances, and throughout the day. We also are following a new visitor check-in procedure using Secure Check-In. AVHS School Safety Plan- A complete copy of the School Safety Plan can be obtained in the Administration Office or viewed on the school website at [www.avhs.org](http://www.avhs.org).

### Brief Outline:

1. Crisis Intervention Information
2. School Expectations
3. Discipline
  - a. Discipline Expectations
  - b. Discipline Chart
  - c. Infraction Definitions
4. Policy and Procedures
  - a. Child Abuse Reporting
  - b. Dangerous student notifications
  - c. Safe Ingress and Egress
  - d. Discrimination/Sexual Harassment Policies
  - e. Dress Code Policies
  - f. Safe and Orderly Environment
  - g. Hate Crime Reporting
5. Disaster Preparedness
  - a. Emergency Preparedness Plan
  - b. Disaster Plan
  - c. Disaster Forms
6. Support Groups
7. Maps

At Antelope Valley High School, we reduced the number of entrance points, and student IDs are checked at entrances, and throughout the day. We also are following a new visitor check-in procedure using Secure Check-In.

District Statement: We want our community to be aware of our continued commitment to safety which includes multiple, proactive approaches to fortifying security throughout our schools.

In April and June 2018, we conducted safety reviews of our campuses that resulted in the implementation of enhanced safety measures. These measures vary by school and include enhanced fencing, additional security and counseling personnel, updated surveillance cameras, front entrance modifications, and door locking devices. We also incorporated additional training with the Lancaster Sheriff's Station and revised student, staff and visitor identification processes.

For more than 25 years, we have had a dedicated school deputy on campus each day. In addition to this, we continue to focus on our students' social emotional needs through various programs and counseling outreach, provide safety training to our students and staff, and underscore the importance of vigilance through "See Something, Say Something." Our district and site websites have links to confidential student referral forms, where students and parents are able to submit safety concerns for administration to address.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	53	23	17
Mathematics	17	44	26	8
Science	19	23	11	12
Social Science	19	33	13	13

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	62	22	11
Mathematics	17	41	24	9
Science	15	32	10	8
Social Science	15	46	11	11

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	91	19	12
Mathematics	14	62	20	8
Science	12	44	9	5
Social Science	12	67	10	12

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	243

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	6.0
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	2.0
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	0.5
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	10.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$8,040.79	\$4,577.48	\$3,463.31	\$113,008.48
<b>District</b>	N/A	N/A	\$2,490.03	\$82,765
<b>Percent Difference - School Site and District</b>	N/A	N/A	32.7	30.9
<b>State</b>	N/A	N/A	\$6,594	\$94,126
<b>Percent Difference - School Site and State</b>	N/A	N/A	-62.3	18.2

## 2021-22 Types of Services Funded

AVHS has leveraged its Title I and Local Control funding to provide a vast amount of professional development to teachers and after school tutoring for our students. It also has paid for various technologies to be updated and utilized within the classroom. Active Expression, or “clicker,” technology has been purchased for all math and science classrooms to be used by students in conjunction with Promethean Boards in each of these classrooms. All classrooms have Chromebooks to help students with research and instruction. Promethean Boards were purchased for each classroom in 2020 and extensive professional development has been provided to support effective staff use of the Promethean Boards since they were first installed in 2020. All students wish to do so may check out a Chromebook and/or hotspot for the entirety of the academic year.

AVHS has multiple programs in order to assist students such as AAMI (African American Male Initiative), AAFI (African American Female Initiative), AVEA (Antelope Valley Education Alliance), Why Try through our Opportunity Classes, Foster Youth Support, Probation Program, and Counseling Services.

AVHS received Platinum Recognition for PBIS (Positive Behavioral Intervention Support) and has been recognized for the successful implementation of the new Student Support Center (SSC) on campus. AVHS uses the SSC room to support students social-emotional well being, behaviors, and academics. Mentors are located in the SSC room and they provide support to students who are at risk.

### Professional Development and Programs:

PBIS - Funding and training has been provided to encourage positive supports for students both in and out of the classroom.

Catapult Learning - AVHS has contracted with Catapult Learning to provide professional development to the instructional leadership on campus to better support teachers. Teachers have been trained on using the Core Instructional Model which guides teachers through an efficient and effective lesson plan. Teachers know the importance of activating relevant knowledge, teacher input, student active participation, and identifying student success. Instructional partners utilize coaching conversations to support teachers and help teachers provide meaningful and powerful lessons to their students.

DigiCoach - AVHS has contracted with DigiCoach to provide a data tool which is used to improve instruction for all students.

PSAT - AVHS administered the PSAT school-wide to all 10th and 11th grade students in order to be able to gather data and improve SAT scores.

SAT - AVHS administered the SAT to Juniors.

AP Exams were offered to students in May 2022

MTSS - the AVUHSD has moved towards supporting all students' social emotional, behavioral, and academic needs using a data driven tiered system of supports.

The Village - AVHS has a room that supports students' social emotional, behavioral, and academic needs on a daily basis

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$43,341	\$55,947
<b>Mid-Range Teacher Salary</b>	\$75,853	\$90,080
<b>Highest Teacher Salary</b>	\$111,782	\$117,121
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		\$146,364
<b>Average Principal Salary (High)</b>	\$143,196	\$164,633
<b>Superintendent Salary</b>	\$308,342	\$261,984
<b>Percent of Budget for Teacher Salaries</b>	27%	31%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	22.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

<b>Subject</b>	<b>Number of AP Courses Offered</b>
<b>Computer Science</b>	0
<b>English</b>	5
<b>Fine and Performing Arts</b>	2
<b>Foreign Language</b>	3
<b>Mathematics</b>	3
<b>Science</b>	3
<b>Social Science</b>	7
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	23

## Professional Development

Antelope Valley High School uses multiple measures when developing plans for site professional development:

1. Information gathered from LCAP derived from community/parent input
2. Surveys given to staff
3. Input from Instructional coaches, department chairs and administration based on interaction/observation of staff.
4. Information gathered from site data. (ie. grade distribution, NWEA assessment, CAASPP, etc.)
5. Information gathered from staff attended conferences.
6. Information gathered through California Healthy Kids Survey

The delivery of site professional development is also done through multiple measures:

1. Mandatory monthly faculty meetings
2. Mandatory monthly department meetings
3. Monthly optional paid professional development
4. District offered professional development
5. Hours are available for individuals or departments to use.

Teachers are supported after professional development is offered, through:

1. Classroom walkthroughs
2. Support from site instructional partners
3. Formal and informal observations conducted by administration
4. Plan for professional growth meetings scheduled at the beginning of the year and reviewed throughout the school year.
5. Support from peers
6. Using DigiCoach to help gather information through class visits to help gauge the effectiveness of professional development and provide feedback to staff.
7. Focus on sending teachers to AP training as needed.
8. Instructional Partners who conduct class visits, meet with teachers and make themselves available to assist teachers where needed. (Lesson development, classroom management, technology use, etc.)
9. Staff who provide evidence of implementation of strategies learned in professional development are paid an additional hour for lesson development and reflection.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	20+	20+	20+